DOCUMENT RESUME

ED 305 446 CE 052 153

TITLE	Education for Employment Update. Quarterly Newsletter. Dane County Schools. Summer 1988-Spring 1989.
INSTITUTION	Dane County Schools, Madison, WI.
PUB DATE	89
NOTE	20p.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Education for Employment Update Quarterly Newsletter; Sum 1988-Spr 1989
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Education; Career Exploration; Cooperative Programs; *Education Work Relationship; Elementary Secondary Education; *Employment Potential; *Job Skills; Outcomes of Education; *Parent Participation; Program Effectiveness; *School Business Relationship
IDENTIFIERS	*Dane County Schools WI

ABSTRACT

This packet contains four quarterly newsletters covering Summer 1988-Spring 1989, published by the Dane County, Wisconsin, Education for Employment project. The newsletters contain various articles about the Education for Employment project, including reports on successful school-business partnership programs and notices of upcoming employment-related inservice teacher education. The following topics are highlighted: tips to improve teaching; career exploration/job shadowing; modeling successful behavior; parents' role in Education for Employment; equity; the Personal Economics Program; and home-school problems and solutions. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305446

EDUCATION FOR EMPLOYMENT UPDATE

QUARTERLY NEWSLETTER

SUMMER 1988-SPRING 1989

DANE COUNTY SCHOOLS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Schafer

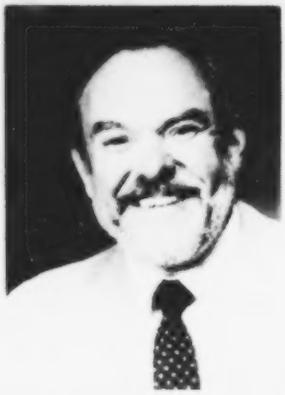
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE052153

Education for Employment
Dane County Schools

SUMMER 1988

Quarterly Newsletter — Update



Richard O. Schafer, Ph.D.

From the Director

WE NEED PARENTAL INVOLVEMENT in Education for Employment. Even though this has been the Year of the Family and much of the literature points to parents as key factors in their children's education, we need a stronger link with parents in terms of Education for Employment. In addition, all of our advisory committees have raised the issue. So the questions remain: What can we do about it? What are we going to do about it? and What should we do about it? One answer would be to put together a task force to study it and postpone it for another year, but I don't believe this is a viable solution. Let's try to give all the players (school people, parents, and business people) something they can put to use for the FALL semester to facilitate parental involvement. Read on.

Here are some of my solutions: 1) We will have a first-class videotape about Education for Employment in every school district by Fall; 2) Each newsletter (UPDATE) will contain one page that can be reproduced in a local newsletter for parents (in these articles we will attempt to provide quality information and resources regarding parental involvement); and 3) The Education for Employment staff will be available for consulting with local school districts on facilitating parental involvement.

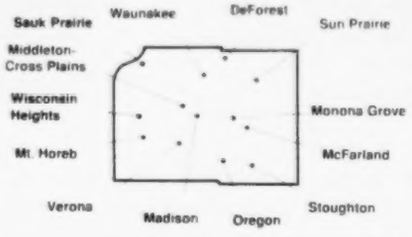
I would also like to hear from YOU. Drop me a note. Tell me what you think. Feel free to SPEAK OUT! This has been a great year with many successes—we've touched a lot of people. So let's turn Yogi Berra's statement around: "If people don't want to come out to the ball park, nobody's gonna stop 'em." Have a great summer.

Newsletter Receives Top Award

Winners of the 1988 Spectrum Awards for education communications were honored last month by their colleagues in school-public relations. This was the fourth year the Wisconsin School Public Relations Association (WSPRA) has sponsored judging of communications projects.

The EDUCATION FOR EMPLOYMENT NEWSLETTER—UPDATE was chosen as the top internal newsletter. We would like to thank the judges Professor B. Kellogg from the UW-Extension Communication Programs, along with Journalism Professor Marshall Cook, Public Relations Program Coordinator Lindy Bruce, and Journalism Program Coordinator Marian Maciej-Hiner for this honor.

The award was presented at the Education for Employment Recognition Dinner on May 17.



Herbert Grover - State Superintendent

Celebrating Our Success

State Superintendent Herbert Grover addressed some three hundred honored guests at the Holiday Inn at East Towne on May 17th at the first Education for Employment Recognition Dinner. The dinner was held in order to recognize and honor the contributions of teachers, business people, community leaders and school administrators in developing the Dane County Consortium for Employment—a true partnership.

Each honored guest was introduced and received a certificate award and recognition pin. The evening was a smashing success. We would like to give a special thanks to John Ellestad of Mt. Horeb for his generous financial contributions which made the dinner possible. Also, special thanks to Madison Gas and Electric, American Family Insurance and Pizza Hut of Southern Wisconsin, for their support and contributions toward making the Recognition Dinner a success.

Five Tips to Improve Teaching

(This is Education for Employment, too.)

Many teachers believe they do a good job and don't see the need to invest time and energy to improve they way they teach. However, most teachers are willing to change when given suggestions on improving teacher skills.

These are conclusions reached by researchers at the Institute for Research on Teaching (IRT) at Michigan State University who study how teacher behavior influences what youngsters learn and how teaching can be improved. IRT found that how teachers teach is as important to student learning as what they teach.

The Institute's studies can be applied to teaching in all types of public and private schools. IRT found five key elements of effective teaching. Good teachers do the following:

1. ***Set Goals.*** Teachers without focused goals are more apt to add topics to their lesson plans. So, their students learn about many topics, but master few. Good teachers can accomplish two or more goals simultaneously. For example, some elementary school teachers help students develop language skills while learning science, and good mathematics instructors teach concepts while helping students master computational skills.
2. ***Communicate Expectations.*** Good teachers influence student behavior and learning by carefully communicating what is expected and why. Good teachers explain what students will be studying and how it can be useful. Teachers connect new lessons to past lessons and illustrate how lessons relate to everyday experiences. IRT found that good instructors teach students strategies for learning in and out of school.
3. ***Understand Content.*** Good instructors thoroughly understand the subjects they teach. However, research indicates that many prospective elementary school teachers have limited knowledge of their subject area. Teacher education courses focus on teaching skills rather than subject matter. According to IRT studies, many elementary school teachers are uncomfortable teaching science, and many writing teachers are unprepared and uncertain about teaching writing.
4. ***Closely Follow Instructional Material.*** Many teachers believe that good teachers don't follow textbooks. On the contrary, IRT found that teachers who closely follow instructional materials improve, rather than impede, the quality of their teaching. Most teachers are not trained to develop their own materials, nor do they have the time to do so. Although published materials may have faults, good teachers carefully select materials to fit the curriculum and characteristics of their students. Doing so frees them to spend more time with students.
5. ***Accept Responsibility.*** Teachers who believe they are responsible for student achievement are more effective than those who believe students alone are responsible for what is learned and how students behave.

Good teaching is difficult. It involves hard work, tough choices, objective evaluations, and a great deal of energy. But classroom teachers must accept responsibility for improving their performance, for educators exert a greater influence on how much and how well children learn than anyone else.

(Excerpted from: Office of Educational Research, U.S. Department of Education, December 1987.)

Quote of the Quarter

"Equality starts in your mind."

Arlene Michaels
Personnel Director
Nicolet Instrument
Education for Employment
Coordinating Council

Give Students Honest Coaching

Here are some tips for you to use the next time you feel like holding back important student performance information:

- Don't postpone the feedback. The longer you do, the more likely hostility will build toward the student and the problem will be blown out of proportion.
- Analyze the severity and urgency of the problem. If it is getting in the way of the student's success, you have a responsibility to be honest.
- Bring up only one issue and give a description of the problem, not your judgment about it.
- Only bring up behavior the student has the ability to change. Your student can learn to give smoother presentations, but probably can't do much about a squeaky voice.
- Give feedback in a private area. However, making a big production out of finding an out-of-the-way place can make the message seem worse than it really is.
- It's very important to tell the student about your positive intent and your desire to help him or her succeed.
- Once you have made your point, don't apologize for it or sugarcoat it.
- The student may benefit from examples and advice you may have for solving this problem but it's also wise to ask them if they have any ideas for solving it.
- Hold the person responsible for solving the problem. If the student blames others or makes excuses, then refocus the discussion: "You feel that your late reports are Sue's fault. But you are accountable for the overall results on this project. What can you do to make sure you don't miss the due date?"
- Don't forget to ask what you can do to assist the student. Often teachers get in the way without knowing it and don't give their students opportunities to tell them so.
- Finally, speak in a matter-of-fact manner. If your tone and demeanor are upbeat and natural, your student is more likely to see the discussion as helpful coaching.

(Adapted from an article from the *Milwaukee Journal* by Joan Lloyd, Northwestern Mutual Life Insurance Company.)

Education for Employment and the Partnership Path

Born of necessity, partnerships have become a national trend, thanks to the benefits both participants derive. Having a specific and measurable product to present often gives program administrators and instructors an advantage in the partnership search. After gazing into our crystal ball, *Open Entries* recommends the following steps to conducting a successful partnership.

1. *INITIATE.* Educators should be the initiators. Start with an idea, get your administration to endorse it, and then take it to the business community. Many business representatives say they've never been a partner because they've never been asked.
2. *INVESTIGATE.* Do your homework. Get to know the business community. Community organizations, business and service groups, and youth-oriented organizations are good places to start hunting for a partner.
3. *MOTIVATE.* Show that you have something to offer the business, the community, and the individuals to be served. People like to help when helping others helps them, too.
4. *COOPERATE.* Joint planning is essential. The more both parties are involved, the greater the commitment to success. Start with an idea and encourage input from all concerned.
5. *ARTICULATE.* Coordinate resources; establish roles by letting each partner's strengths emerge; go slowly at first to allow for trial and error as the partnership takes form. Increase the scope of activities gradually.
6. *PARTICIPATE.* Because a partnership is people, keep the lines of communication open. This allows for feedback and modifications. Flexibility will best serve both the partnership itself and the target population. The project coordinator plays a crucial role here.
7. *CELEBRATE.* Give credit where credit is due. People like to be recognized for a job well done. Also, make sure that the "sweet smell of success" wafts the way of local media. Once intoxicated with your own success, you'll be ready for a final step.

8. *PERCOLATE.* That is, DO IT AGAIN! You'll find that partnerships are a wonderful way to work.

(Reprinted from Center for Instructional Development and Services, Florida State University, Tallahassee, Florida.)

Staff Development for 88–89

Staff development is a major factor resulting from curriculum development and implementation of curriculum change. As you might know, we now have eight curriculum documents. What are we going to do with them? 1988-89 promises to be filled with a number of staff development activities designed to meet the needs of schools, businesses and parents. Here are some of those activities.

- Education for Employment Recognition Dinner—May 17, 1988.
- Workshop for Administrators, Boards of Education and Teacher Leaders—May 11 and June 9.
- The following staff development resources for thirteen school districts are available for the 1988-89 school year:
  - —Video—*Agenda for America*—presently available from Education for Employment contact person in each district.
  - —Education for Employment transparency set—presently available from Education for Employment contact person in each district.
  - —Education for Employment slide presentation (50 slides)—available July 15—will be sent to each district.
  - —Video—*Where the Action Is*—a 22-minute orientation on Education for Employment.
  - —Handbook—*Save Our Youth*.
- Education for Employment Coordinating Council workshop—Fall 1988—a one-day workshop to review and reinforce.
- Partnerships training workshop—*The Next Step*—Fall 1988—a one-day workshop on training and development for school administrators.
- Curriculum Writing Task Force training workshops; for health, physical education, foreign language, reading and art—Fall 1988.
- Economics Education In-service—a series of workshops to assist K-12 staff in implementing the economics education strand of Education for Employment in the classrooms—Fall 1988.
- Local in-service programs based on individual district needs.
- Economics Education Graduate Course—second semester—two or three graduate credits from UW-Whitewater—conducted locally—Spring semester 1989.
- Education for Employment Newsletter—published quarterly.
- Coordinating Council meetings—monthly.
- Superintendents meeting—quarterly.
- Consulting/Advising with business/partnerships for all Dane County School districts.
- Training school personnel in initiating parental involvement—second semester.
- Personal goal setting—in-service.
- Teaching risk taking—in-service.
- How kids really learn—in-service.
- Adapting teaching to match learning styles—in-service.
- Communicating it's O.K. to be what you want to be—in-service.
- Decision making—in-service.

Dane County Schools Are Educating for Employment

Career Exploration—Job Shadowing

We are in an era of rapid change. My current students will enter a job market vastly different from the one they encounter today. This fact makes it essential that we teach students strong basic skills and provide them with strategies for making intelligent decisions that will apply to a wide range of employment options.

My students are labeled "learning disabled." This means that they are bright, highly capable of competing in our society, but may have difficulties acquiring, organizing or expressing information. These difficulties may come out in an impaired ability to read, write, spell or arithmetically reason or calculate. Like all of us, they have strengths and areas they must learn to compensate for. We have had several presidents, business managers, and other highly successful people who have had learning disabilities. The winner of this year's "best actress" award, Cher, is one such case in point.

The Mt. Horeb Middle School principal, Mr. Ken Gladem, and I have worked with area businesses in setting up job sites where each 6th-8th grade learning disabled student could spend time "shadowing" an employee to obtain firsthand experience in the world of work.

Preparation for the visitations included guest speakers, lessons on interviewing, filling out job applications, and a general overview of universal job skills. Students were given the opportunity to take the employer's viewpoint and developed guidelines for their own job site behavior.

Nine job sites were developed, with each student having the opportunity to visit three. The sites represented an excellent cross section of employment opportunities. The job sites included: Janlin Plastics; The Mt. Horeb Cooperative; Viking Hardware; The Mt. Horeb State Bank; The Mt. Horeb Animal Hospital; Dr. Adler's Dentist Office; The Mt. Horeb Police Department; Olson's Floral; The Mt. Horeb School District; and The Community School.

Students had a wide range of exciting experiences from observing dental surgery to arranging floral displays. The people were wonderful and shared valuable insights with the students concerning their jobs and earning a living in general.

A breakfast was held March 25th to thank all the participating businesses. Some students were asked to help out this summer.

We will be continuing this program with the goal that our students will be able to make a living by doing what they love to do. To find out what that is, we need to expose them to a wide range of job opportunities. Thanks again for giving our students the opportunity to get their feet wet.

Marlene S. Ashmore
Mount Horeb Middle School

Education for Employment Update is published four times yearly. Mailing address is MATC Technical Center, 2125 Commercial Ave., Madison, Wisconsin 53704 (608) 246-4460.

Richard O. Schafer, Ph.D.
DIRECTOR
M. Mala Cunningham, Ph.D.
ASSISTANT DIRECTOR
Diane Kraus
ADMINISTRATIVE ASSISTANT
Cheri Ranguette
ADMINISTRATIVE ASSISTANT

WORKSHOP SET FOR JUNE 9

What's going on? Who's responsible? When should it be done? What do we look for? The second of two workshops for Teacher Leaders, Boards of Education Members and School Administrators has been scheduled to answer some of these questions. The workshop objectives are to:

1. Understand more about the Education for Employment state mandate and the Dane County Schools Consortium plan.
2. Receive information about the seven elements of the Education for Employment standard and their application to our schools.
3. Have an opportunity to increase your awareness of sex role stereotyping and racism as it relates to Education for Employment.
4. Identify your role in the implementation of the Education for Employment program through a staff supervision/instructional improvement model.
5. Learn about the curriculum requirements and implementation of the curriculum in Education for Employment in the areas of Developmental Guidance, Academic programs and Vocational programs.

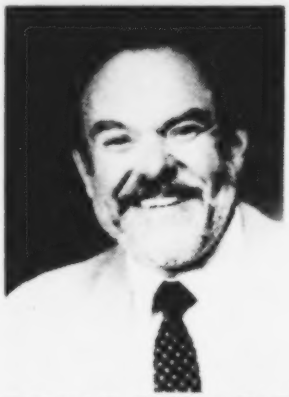
The June 9 workshop will be held at Holiday Inn East Towne from 10:00 a.m. to 4:00 p.m. Presenters include John Odom, Dick Schafer, Peter O'Neil, Larry Hinner, Debra Loeks, Peter Burke, Vicki Poole, M. Mala Cunningham and Doug Green.

More information can be obtained from your District Administrator.

Education for Employment
Dane County Schools

FALL 1988

Quarterly Newsletter — Update



Richard O. Schafer, Ph.D.

From The Director

The Do's and The Don'ts

In the early 70's a process called Management By Objective (MBO) was borrowed from business and industry to be implemented in the educational arena. The primary purpose was to assist employees in establishing specific accomplishable objectives and providing them the necessary resources to carry out these objectives. The implications were that the superior or the superordinant would provide encouragement and resources as well as process to assist the employee in carrying our their specific goals. Often times, salary, promotion, and positive reinforcement were used as means to encourage the completion of said objectives. One might think that this once thought pain in the neck would disappear, not so—the names may have been changed to protect the innocent but, Management by Objective still lives on—it may be called job targets, lesson plans, goal setting, performance objectives, or cooperative learning. It has been clearly demonstrated that this results in superior performance. Here are the general characteristics of "Management by Objectives." This is Education for Employment.

DO'S

- Tell everyone what's expected of them.
- Encourage the team concept and shared decision-making.
- State clearly to everyone what you're going to do, then do it.
- Make decision rules to guide in the decision-making process and then use them.
- Clearly delineate the lines of decision-making or authority.
- Accept the responsibility for any problems or concerns that you have created.
- Stand for something.
- Know the facts before you criticize.
- Try not to major in minor things.
- Expect employees to do those things they are responsible for.
- Use positive reinforcement.

DON'TS

- Don't spend most of your time checking on everyone.
- Don't talk about anyone behind their back.
- Don't select one or two favorites.
- Don't question employees about the actions and behavior of their colleagues.
- Don't tell everyone how much work you have to do.
- Don't establish an exhaustive list of rules that fly in the face of professionalism or good sense.
- Don't establish certain rules for some but not for others.
- Don't expect employees to work long hours for the "good for the cause."
- Don't evaluate by gossip and hearsay.
- Don't start gossip.
- Don't divide and conquer.
- Don't resort to anger and name calling.

Recognizing Those Who Get Involved

by Paul Rush
LVEC Monona Grove Schools

The Dane County Education for Employment consortium has just concluded its first year of developing plans to meet the new DPI mandates with some exciting new program ideas. Those teachers who got involved during this the first year of the program were recognized at a year-end banquet held recently at the new Holiday Inn. Each teacher received their own monogram pin, a certificate, and a copy of all the work they had helped assemble, along with personal thanks from the Director and State Superintendent. As you might have heard from those involved the experience was exciting, fulfilling, and ended with a sincere token of appreciation.

During this next year, more teachers will become involved in the implementation of these plans, allowing for more professional growth and another chance to be recognized among one's peers. Since the Education for Employment initiative reaches all levels K-12, many more teachers will be able to work with the dynamic personalities of this committee, and help plan their own future programs to help students make the transition from school to reality. The Recognition Steering Committee will furnish a list of criteria to help get you and your school on the "map" for its involvement in this exciting new program.

Check with your building principal or superintendent after October 1 to see how you can get involved.

The Time Has Come

by Gunnard Swanson
Oregon Middle School Teacher
Gifted and Talented

By this time we all should know that Education for Employment is an effort on the part of the Dane County Schools to ensure that all students, regardless of career objective, have the skills, attitudes, and knowledge needed for future employment. The belief is that all students, regardless of age or career objectives, will have a chance to develop the skills and knowledge needed to become productive workers.

By 1991 each school district in Wisconsin is expected to have an education/business partnership. The thirteen Dane County School Districts are organizing a liaison relationship with their community's business leaders to lay the groundwork for implementation of a true school/business partnership.

Our research base has been sound. Over 250 businesses, large and small, throughout Wisconsin were surveyed. Presidents, personnel managers, forepersons, and workers responded to appropriate questions for their positions. The results reflect the perceptions of the businesses in Wisconsin. Forty percent of their work forces have poor grammar and spelling skills, have poor work habits, and demonstrate poor attitudes toward work. Thiry percent of work forces in Wisconsin lack the value and importance of work; adequate writing skills; ability to initiate, plan, and direct their own work; and the ability to recognize and solve problems independently.

These same employers and fellow workers listed the following skills necessary for work in the future: writing skills; improved math skills; flexibility in the ability to learn new skills; oral communication skills; applied computer literacy; reading/interpretation of blue prints and instructions; human relations skills; decision-making; information processing.

The key word in these surveys was life-long learners. It is believed that life-long learners are helped through programs that teach students goal setting, problem solving, decision-making, and human relation skills. These processes along with the regular cognitive development of our present curriculum can help students become life-long learners and prepare them for any career and easy entry into the work place.

What is apparent throughout our curriculum work with Education for Employment this year is that goal setting, decision-making, problem solving, human relationship skills, and attitudes toward self and work cut across disciplines and grade levels. Every content area can use present content to teach decision-making. Every content area can adjust present curriculum to teach goal setting or problem solving. Let's remember not to assign problem solving just to the math teacher. Problem solving in math leads to one correct answer, by problem solving at another level (the life-long learner level) created multiple viable solutions. Problem solving in science could use a problem solving model to look to solve acid rain problems. Social studies or economics could look at the decimation of the tropical forests and its affect on the environment.

These problems have many more facets and many more possible solutions so there are really two types of problem solving. It is the belief of Education for Employment that every student should have practices and instruction in these life-long learning processes. The good news is that there are educational models out there to help developmental guidance. A.O.D.A., Gifted Education, Cooperative Learning, and Creative and Critical Thinking Skills all have teaching models to help students become good thinkers, good goal setters, good decision makers, and good problem solvers. These processes are going to be available to all students in all content areas. Together we can help each other, Education for Employment will enhance existing programs in the district as well as to help prepare all students in their career and their productive years of employment.

Modeling Successful Behavior

We all know that modeling behavior is one of the most effective teaching techniques. Our young people look to us to help them gain the skills they need to be successful. Setting good examples is more important than merely telling someone what they should do.

As we begin the 1988–89 school year, let us make a strong commitment to model those behaviors that are characteristics of successful people. Here are some suggestions to help us get started.

Setting Goals Is Crucial to Attaining Job Success

- Arrive at all meeting on time. If you are running the meeting, start it on time—even is there are stragglers. Don't punish people who are prompt by making them wait.
- Begin a work journal. Set aside time, on a regular basis, to write down informal personal data.
- Write down your top three goals: one for work, one for your family, and one for your personal enjoyment.
- Polish your image. If your wardrobe is neglected, spruce it up with new pieces or tailoring.
- Begin an accomplishment file. As you receive little notes or letter of praise, toss them in your file.
- Try to beat your assigned deadlines. If your projects arrive on your boss' desk early, you will bring his or her anxiety level down.
- Express your opinions in meetings you attend. Holding back can weaken your career and lead to poor decisions.
- Stop complaining. If you have a gripe, come up with a workable solution.
- Improve your writing skills. Write short memos and letters that tell the reader, within the first few lines, exactly what you want from him or her.
- Ask more questions. It's easy to assume we know exactly what people want and need. It's also easy to say, "We've tried that before and it didn't work."
- Set a goal for returning phone calls. If you are busy, shoot for a 24-hour goal. Set aside time to return all calls in a "batch" whenever possible.
- Improve your relationship with your boss and peers. Treat people with dignity and empathy.

PARENTS:

How To Be Active in Education for Employment

1. Emphasize that school is your children's most important job right now.
2. Help prepare your children for work both at home and school.
3. Help your children be responsible at home; it helps them be responsible at school.
4. Relate school and home rules to future work experience and help your children follow them.
5. Learn the school conduct code and discuss it, in positive terms, with your children. This will carry over to the world of work and/or postsecondary education.
6. Visit your children's classrooms. Show that you are supportive of the importance of their world of work.
7. Attend open houses and parent-teacher conferences. Work with the school staff to develop a career fair or other activities at these all school events.
8. Serve as a volunteer in school or for evening activities to share your work/career with the class.
9. Keep in touch with your children's teachers. Reinforce the importance of all basic skills.
10. Attend concerts, plays, programs, sporting events, and other school activities. Help the children show pride in their work.
11. Stay involved with your children's education after elementary school. Explore with your children the need for some vocational education experiences.
12. Get to know your child's school counselor. Counselors are excellent sources of information about educational plans and career goals. Ask if your school is a member of the Wisconsin Career Information System.
13. Let your children know they can count on you for help. Emphasize that teachers will and can help through programs such as school supervised work experience.

Children and The World of Work

Let children know you value education and work.
- LISTEN to the children!
- ANSWER their questions!
- ASK what they think!

Your Home As A Model Work Place

1. Provide a quiet, appropriate place to study.
2. Encourage your children to complete homework assignments on time and to ask questions if they don't understand.
3. Monitor TV time and contents, recreation time and ask the child to assist in decisions.
4. Help your children follow directions and accept authority.
5. Encourage responsible behavior and ask your children to share in household tasks.
6. Set consistent schedules to encourage responsibility.
7. Discuss your family's cultural heritage with your children and how they need to work at getting along with and accepting others.

Use Your Community Resources

1. Visit the library with your children and other career information centers.
2. Encourage your children to find out about different jobs in the community.
3. Check city and county telephone listings for the many agencies and community groups that offer free parent/child courses, materials, and information.
4. Take trips to various businesses.
5. Point out the many opportunities that are non-traditional job roles.
6. When traveling with your children explore and discuss the dozens of careers available that you see along the way.

Learning With Everyday Activities

1. Use television to teach your children about careers.
2. Have your children make up a resume.
3. Have your children write letters to relatives and friends about jobs and school.
4. Have your children read directions to games or about assembling toys.
5. Encourage your children to express themselves in a positive manner.
6. Let your children plan events with you.
7. Teach your children to care for their own money.
8. Ask children help in the kitchen and workshop.
9. Teach or learn with children basic concepts and terminology.
10. Teach your children how to relate their basic skills to daily activities.

EDUCATION FOR EMPLOYMENT

Don't leave school without it!

EDUCATION FOR EMPLOYMENT
We Set The Standard.

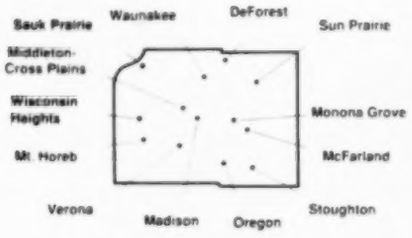
Curriculum Writing Task Force II Being Formed

In 1988–89 there is again strong emphasis on curriculum—not another curriculum stand, not identifying what we are doing in Education for Employment that is already working—but coming up with new ideas, strategies, and effective approaches to enhance what we are already doing.

We will be asking each superintendent to indentify teachers by grade and subject matter area to serve in a Curriculum Writing Task Force. This Task Force will begin its work in October and complete all tasks by March 1.

If you are interested, please contact your district administrator. We regret that everyone cannot be selected, but your ideas will be needed.

(Curriculum Areas: Reading, Fine Arts, Health, Physical Education, Foreign Language, Family And Consumer Education)



Education for Employment Update is published four times yearly. Mailing address is MATC Technical Center, 2125 Commerical Ave., Madison, Wisconsin 53704 (608) 246-4460.

Richard O. Schafer, Ph.D.
DIRECTOR
Diane Kraus
ADMINISTRATIVE ASSISTANT
Cheri Ranguette
ADMINISTRATIVE ASSISTANT

Guide Offers Money-Making Ideas for Teens

Author Sarah L. Riehm has put together 50 business ideas in her book, *The Teenage Entrepreneur's Guide.* Among her choices for business ventures for teens are:

Job:	Paint house numbers on curbs or sidewalks
Materials:	Paint, brushes, and stencils
Expected Wages:	At least $5 an hour
Job:	Baby-sitter for parents' night out
Materials	Equipment to entertain youngsters
Expected Wages:	$5 to $10 an hour
Job:	Buttoner retail salesperson
Materials:	Button-making machine and supplies
Expected Wages:	Unlimited potential
Job:	Restaurateur on the run
Materials:	Basic food and snacks, plus serving equipment such as beverage coolers
Expected Wages:	Unlimited potential
Job:	Computer consultant
Materials:	A computer system
Expected Wages:	At least $8 an hour
Job:	Garage cleaning
Materials:	Large broom, hose, rags, glass cleaner, oil and grease cleaner, portable vacuum, and garbage bags
Expected Wages:	$5 an hour

Three Credit Graduate Course Offered

A three credit graduate course in basic economic concepts and principles will be offered locally through the University of Wisconsin-Whitewater, second semester 1988–89 school year.

Don Silva, Chairman of the Economics Outreach Program at UW-Whitewater and Cathi Johnson, Consultant for SWEC will team teach this practical course in economic education in the classroom. The focus for the course is to develop an understanding of basic economic principles so that the classroom teacher feels comfortable incorporating economics education into the K–12 curriculum.

Classes will be held at the business sites of Dane County's largest four industries—agribusiness, manufacturing, government, and insurance.

Class sessions will be four Friday/Saturday combinations which will allow for maximum time utilization and effectiveness. Friday, 4:30–8:30 p.m. and Saturday, 9:00 a.m.–1:00 p.m. The tentative dates are Jan. 27 & 28, Feb. 10 & 11, Feb. 24 & 25, March 10 & 11.

Watch for registration materials for second semester—enrollment will be limited.

Education for Employment
Dane County Schools

WINTER 1988

Quarterly Newsletter

Update

Richard O. Schafer, Ph.D.

From The Director

It seems like a good idea to provide certain themes to allow a wider variety of participation for our newsletters this year. So we will be providing you the opportunity to comment, or literize in the upcoming editions—this newsletter theme is EQUITY—we have done our best to provide a variety of activities, suggestions and points of view. The Spring Newsletter theme will focus on—**PARTNERSHIPS**—the deadline for your articles is February 20. On Equity, we have a lot of work to do, at school, at home and the workplace. Looking at schools we find the article in the **Vocational Equity News,** Fall 1987 particularly appropriate. Note the article entitled *"Creating an Equitable School Climate"* elsewhere in this newsletter.

Nothing can be more absurd than the practice which prevails in our country of men and women not following the same pursuits with all their strength and with one mind, for thus the state, instead of being whole, is reduced to a half.

—Plato, *The Laws*, Book Seven

Meet The Assistant Director

Nancy Meier-Singer joined the Education for Employment staff on November 1 as the Assistant Director. Nancy will be working in the Education for Employment office on a half time basis.

Graduating with distinction from the University of Wisconsin–Madison in 1978, Nancy has put her degree to practical endeavors. Nancy has many years of coordinating experience. Over the past three years she has organized and overseen an annual festival and planned concert performances for a community orchestra.

Presently, Nancy is also a Training and Education Coordinator for statewide trade association. Her present and past

Nancy Meier-Singer

work experiences have allowed Nancy to hone her skills in editing, marketing strategies and compiling a usable data base. Nancy looks forward to meeting the people who are making Education for Employment a reality. Welcome aboard!

Sex Equity is fair and just treatment of individuals, which allows them *to choose* educational programs and careers, *to enter* programs and careers according to their needs, informed interests and abilities, and permits them *to participate* fully in, and *to benefit* from, those programs without regard to their sex.

We promise no monster.

A **three credit graduate course** in basic economic concepts and principles will be offered locally through the University of Wisconsin–Whitewater, summer, June 12–16, 1989.

This practical course in Education for Employment and economic education in the classroom will develop an understanding of basic economic principles for classroom implementation.

Classes will be held at the business sites of Dane County's largest industries —agribusiness, manufacturing, government, and insurance.

Class sessions will be Monday thru Friday plus two additional times to be determined by the class. The dates are June 12–16, 8:00–3:30 p.m.

Watch for registration materials for second semester. Enrollment will be limited.

Raising The Issue

Teachers take note. The equity concept can be incorporated into the Education for Employment process, then infused into the curriculum. In 1988, a clear demonstration of this was undertaken by the school districts of Waunakee, Sauk Prairie and Middleton. The project, "Ensuring Equity in Education for Employment," had as its goal increasing vocational equity. This was accomplished by listing the seven basic elements of Education for Employment then noting potential sex bias problems for each. Although the list is not exhaustive it does provide teachers with a greater awareness.

The project is reprinted below. For further information, contact Barb Hagens at Waunakee Public Schools, 849-8161.

The Seven Basic Elements For Education For Employment

1. Business and Education Partnership Assistance

Examples of sex bias problems in Business and Education Partnership

What if. . . .

- you hear that the Education for Employment Council being proposed in your area is predominantly male. . .
- many employers in your area, trying to locate skilled employees for unmet affirmative action goals, seldom consider the local schools as possible sources of help. . .
- some school personnel in your area are hesitant about working with local employers to promote the acceptance of nontraditional job placements for students. . .
- some local teachers and employers in your area seem to think that males and females do best at different kinds of jobs. . .

2. Practical Application of Basic Skills

Examples of sex bias problems that could come up when implementing the practical application of basic skills

What if. . . .

- you notice that male students are developing more serious reading problems than females. . .
- you hear that for holiday presents the male students mostly receive chemistry sets, puzzles and computer games, whereas the females seem to receive stuffed animals and jewelry. . .
- female students who used to excel in math at the elementary school level, now lose interest in middle school and say that they're not good in math anymore. . .
- group activities that you assign seem difficult because quite a few of your male students seem to have poor cooperation and communication skills. . .
- female students seem to lack confidence in classroom discussions and often do not speak up. . .
- students seem unaware of what kinds of salaries various jobs pay or how much money it takes to support a family in today's economy. . .

3. Career Exploration, Planning and Decision Making

Examples of sex bias problems that could come up when implementing career exploration, planning and decision making

What if. . . .

- various classroom materials available to you still seem to show males and females in mostly traditional occupations. . .
- you find yourself unintentionally rewarding female students for being quiet, orderly, following directions and being helpful. . .
- you find yourself unintentionally rewarding male students for independence, leadership and taking on challenges. . .
- you find that your students snicker in class when you refer to the active role men are now playing in child and home care. . .
- your students told about what their lives will be like when they're grown, yet they have very little idea of what various occupations pay. . .
- you know of too few work places in the community to have your students visit where men and women work in non-traditional jobs. . .
- you find that male and female students who are interested in similar occupational areas are getting different forms of reinforcement at home; for example, females who are interested in medical careers are being encouraged by their parents to pursue nursing, whereas males are being encouraged to pursue medicine. . .

4. Employability Skills and Attitudes

Examples of sex bias problems that could come up when promoting employability skill and attitudes

What if. . . .

- quite a few of your students, particularly a number of the males, are rather sloppy with their work and seem to show little care for what their finished classroom assignments look like. . .
- a number of your female students seem to lack confidence in their scholastic ability, even though they are strong students. . .
- when filling out sample job application forms, quite a few of your male students show great carelessness. . .
- when acting-out role-plays of employment interviews, quite a few of your female students seem to be timid about promoting themselves for particular jobs. . .
- in classroom discussions about future work roles, students show that they know very little about salary levels, various benefit packages and employment laws, rights and protections. . .
- when preparing resumes, many of your students give only superficial descriptions of themselves and their skills. . .

5. School-Supervised Work Experience

Examples of sex bias problems that could come up when implementing work experience

What if. . . .

- the main in-school work experience opportunity in your school is the car cleaning service which operates in the school garage and involves only male students. . .
- in your school male students seem to routinely get placed in heavy machine and equipment dominated jobs, whereas female students are usually placed in service and retail jobs. . .
- you notice that quite a few of your female students in work experience settings seem to be heavily supervised by their on-site supervisors, whereas most of your male students seem to have much more autonomy. . .

(continued on page 6)

Equity = Fairness

by Dr. John Y. Odom

Definition

Reduced to its least common denominator, equity means fairness.

Equality remains a noble yet allusive goal. Significant progress has been made in the achievement of equality of opportunity since my childhood in the apartheid south of the 1950's and '60's, yet much remains to be done.

Equality suggests that everyone will be treated the same. Equity acknowledges that significant differences exist between individuals and groups. Equity is a higher level of equality and is, therefore, harder to achieve.

Equity factors in many variables such as the impacts of historical injustices, time, abilities, disabilities, resources and needs.

Benefits

We all benefit from equity. As Americans, we are attuned to fairness. As educators, there are many examples of equity in our work.

We take it for granted that some school programs cost more that others. Secondary schools cost more, per pupil, than do elementary schools. It is unequal to spend more money on band equipment, Home Economics appliances, cars for Driver's Education, as examples, than for academic classes. Yet, the reasonable regular education teacher understands why this unequal distribution of dollars is fair.

It is not equal that Special Education teachers may have a 1 to 10 pupil/teacher ratio and the daily help of aides. All teachers and kids would benefit from such a boon. Yet, it is fair to support special education programs to provide special students with the resources necessary to become more self-sufficient.

Application

While operating computer rooms in schools, it is equal to say, "We will provide computer time for any child who comes to us." Yet, observations of participating students could lead to the conclusion that many more boys than girls participate. Equity permits educators to account for the fact that in our society, girls do not receive the same encouragement nor do they have an equal number of role models to inspire them to become involved in science, math, and technology as do boys. Affirmative action steps to recruit more girls into computer classes and centers do not represent equality. They represent equity.

Physical Education teachers get larger classrooms (gyms). Students in Talented and Gifted programs get extra experiences and instruction. Athletes get uniforms, trips, attention, and scholarships.

Salary pay scales are based more on tenure and courses, than on how hard the educator works, how successful are students—in order to be fair to people who are dedicated to the profession over time.

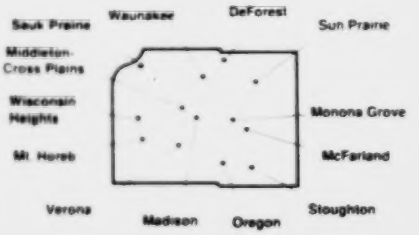
A major problem is that some educators will accept, unquestioningly, the equitable treatments which benefit pet causes, while complaining about and, sometimes, fighting against equity in less favored causes.

Conclusion

Our nation will suffer as it seldom has before because too many educators begrudge poor and low acheiving students the help, the equity, they really need to become employable in life.

We must cheer the extra resources for "have-nots" in our schools. More and more, it will be they on whom our nation will depend for our defense and economic well-being.

John Odom discusses equity with a member of the Curriculum Writing Task Force.



Sexism in Schools

Creating an Equitable School Climate

We have, in fact, come a long way toward creating an equitable school climate. Educational policies have been revised in many cases to reduce the obvious barriers to equal educational opportunity for boys and girls. Increasing numbers of educators, parents, and teachers are becoming aware of the negative effects of sex-role stereotyping. This is a first giant step in creating an equitable school climate.

The next step is a challenging one: addressing the subtly stereotyped interactions which research indicates still exist within our schools. Even those of us who are committed to sex equity may be missing the subtle remnants of stereotyping in our own school environment —and even in our own behavior.

As we recognize and correct these inequities, we are taking the next step toward creating an equitable school climate.

In The Classroom

Myra and David Sadker of American University recently completed a three-year study that holds both good and bad news for sex equity in education.*

Field researchers in the Sadker project observed more than one hundred fourth, sixth, and eighth grade classes in four states and the District of Columbia. The teachers and students were male and female, black and white, urban, suburban, and rural. Half of the classrooms covered were language arts and English; the other half math and science. The bad news is that at all grade levels, in all communities, and in all subject areas, girls played a disproportionately small role in classroom communication. Boys participated in more interactions than the girls, and their participation became greater as the year progressed.

The good news is that a training component of the study proved highly successful in eliminating these patterns. Sixty teachers who received four days of training to establish equity in the classroom interactions effectively eliminated classroom bias. Although the training focused on equity, it improved the overall teaching as well, with a higher level of intellectual discussion and more effective and precise teacher responses for all students.

*"Sexism in the Schoolroom of the '80's," *Psychology Today*, March 1985.

Source: VOICE, Vol. VI, No. 4, June 1985.

Source: Wisconsin Vocational Equity News, Vol. I, No. 1.

Education for Employment Needs Classroom Participation

Suggestions for Encouraging Classroom Participation

- Pay particular attention to classroom interaction patterns.
- Set aside some time to discuss with students any hesitation they may have about taking part in class discussion.
- Let students know that you expect everyone to be part of discussion.
- Make a special effort to call on any "nontraditional" students in class in a routine manner.
- In addressing the class, use words that include both male and female students in the group, avoiding expressions like "you guys."
- Respond to male and female students in similar ways when they make contributions to class discussion (e.g., crediting comments to their author and "coaching" for more information).
- Intervene when communication patterns among students seem to shut out the "nontraditional" student.
- Ask boys and girls the same kinds of questions (e.g., asking students to name a theory or to explain a theory).
- Allow all students an equal amount of time to respond after asking a question.
- Avoid placing either sex in a special category (e.g., "women or lady engineer" or "male nurse").
- Make sure that no students are "squeezed out" by classmates from viewing laboratory demonstrations or engaging in group assignments.
- Use the same tone of voice in speaking to students of both sexes.

Adapted from *The Classroom Climate: A Chilly One for Women?* by Roberta M. Hall and Bernice R. Sandler. Association of American Colleges, 1982. 22 pages. $3.00. Project on the Status and Education of Women, Association of American Colleges, 1818 R. Street NW, Washington, DC 20009.

Education for Employment Update is published four times yearly. Mailing address is MATC Technical Center, 2125 Commerical Ave., Madison, Wisconsin 53704 (608) 246-4460.

Richard O. Schafer, Ph.D.
DIRECTOR

Nancy Meier-Singer
ASSISTANT DIRECTOR/EDITOR

Diane Kraus
PROGRAM COORDINATOR

Tammy Bernhardt
TYPIST

Equity and Recognition

Recognition. Rewards. Male. Female. Equal? Or not? Our educational system should be designed to acheive the best education possible for each student. We need to examine the reality and dispel the myths regarding equal recognition/rewards for male and female students.

It isn't that teachers are actively planning to treat males and females differently—the inequities are usually subtle; caused by the socialization that affects us all. Through active teaching attention which includes questioning and reinforcement, teachers can encourage student participation. Studies by David and Myra Sadker have indicated that boys are more likely to be active participants in classroom discussion, while girls are more likely to be passive or invisible members of the class. Teachers reportedly made more academic contacts with boys, asking more factual, abstract and open ended questions of boys, and using their answers in follow-up questions or responses; a form of recognition or reward.

What about verbal rewards such as praise? The type of praise given male and female students is different. Males are often praised for their academic work. For example, "Jason, you analyzed that problem well." In contrast, females are more often rewarded for their papers being very neat or following the form correctly. "Christine, that is a very nice paper. Your handwriting is very neat." Males are recognized for the content while females receive attention for the way the content looks.

Even teachers committed to equality in the classroom are unlikely aware of differences in the ways males and females are recognized and rewarded in their classroom. When we as teachers become aware of inequities in student/teacher interaction, positive changes can be made in ourselves, our teaching, our classrooms and in the lives of our students.

Source: Wisconsin Vocation Equity News, Vol. II, No. 1.

Home, Equity and Community: The Importance of Family Involvement

by Nancy Meier-Singer

The concept of equity, fairness/impartiality, is a key element in Education for Employment. One which you, as parents, are needed, for it to become a reality. What can you do? The answer is easy. Get involved!

Home is the first place where equity is learned. It is your role modeling which provides the base. Your children will interpret and use that information throughout life. So, let your kids see you in action. Talk to them about equity, provide a good example, and listen to what they tell you. Home provides the best foundation for your children to succeed in the "real world."

You also have the opportunity to be involved in your child's school. Research suggests that students who have interested/active parents also have a greater chance of success in school and out.

The Education Commission of the States (ECS) has provided five ways you can involve yourself in the education process. They are:

1. Attend programs that build positive parenting skills.
2. Communicate with your school programs and your child's program.
3. Ask for and participate in education or training programs.
4. Learn how to assist your children at home in learning activities coordinated with the child's class work.
5. Develop partnership promoting parents as activists in the general community.

Fully implemented, these steps can assure you a way to be included in your child's educational experience. If these ideas do not exist at your school, get in touch with the proper school officials and tell them how you want to get involved. Strengthen your position by providing suggestions on how the ESC ideas will help the educational process as a whole.

You have a crucial role and an impact. You are the best resource we have in making equity a reality. Logically, if equity is established at home and is incorporated into the educational system, it follows, that it will be used in the work place. Come join in the Education for Employment process. With your help the partnership between home, school and business will be complete.

EDUCATION FOR EMPLOYMENT

Don't leave school without it!

Raising The Issue

(continued from page 2)

- a local employer tells you that he must have a male student for his job opening because heavy lifting is involved . . .
- what if one of your students complains to you that she is often being touched inappropriately and called "honey" and "sweetheart" by her supervisor . . .

6. Knowledge of Business Operations and Economics

Examples of sex bias problems that could come up when promoting knowledge of business operations and economics

What if . . . .

- when you ask two of your students of the same ability, a male and a female, if they would like to coordinate a special class project, the female tentatively says, "I don't know, it seems sort of hard for me!" the male says, "No problem . . ."
- one of your students, a very talented musician, says that he wants to open his own guitar shop, but balks at any suggestion that he plans to take courses at the technical college on topics such as small business management, cash flow, bookkeeping or marketing; "I'll just hire someone to deal with the numbers and the paperwork," he says . . .
- one of your very competent students, even though she has received much encouragement from you and her counselor, will not enroll in a one semester economics course because she fears that it will be too hard . . .

7. Contemporary Vocational Education Programs

We are interested in your "What if" . . . .

■ □ ■

QUARTERLY CALENDAR

Date	Group	Place/Time
January 4, 1989	Coordinating Council	Dane County Extension 7:30 – 9:00 a.m.
January 10	Curriculum Writing Task Force (B)*	MATC Technical Center 8:30 – 3:30 p.m.
January 24	Curriculum Writing Task Force (A)*	MATC Technical Center 8:30 – 3:30 p.m.
January 25 & 26	Careers 2000: Challenges & Opportunity	Sheraton Inn
February 1	Coordinating Council	Dane County Extension 7:30 – 9:00 a.m.
February 7	Curriculum Writing Task Force (B)	MATC Technical Center 8:30 – 3:30 p.m.
February 14	Curriculum Writing Task Force (A)	MATC Technical Center 8:30 – 3:30 p.m.
February 21	Curriculum Writing Task Force (B)	MATC Technical Center 8:30 – 3:30 p.m.
March 1	Coordinating Council	Dane County Extension 7:30 – 9:00 a.m.
March 7	Curriculum Writing Task Force (A)	MATC Technical Center 8:30 – 3:30 p.m.
March 14	Curriculum Writing Task Force (B)	MATC Technical Center 8:30 – 3:30

*CURRICULUM WRITING TASK FORCE (A)
Family and Consumer Education, Reading and Physical Education

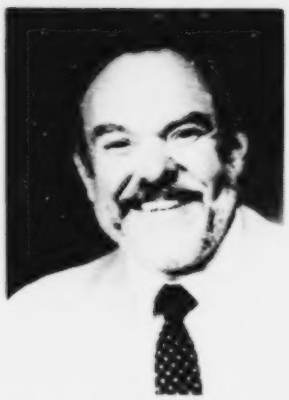
*CURRICULUM WRITING TASK FORCE (B)
Art, Foreign Language, Music and Health Education

16

Education for Employment
Dane County Schools

SPRING 1989

Quarterly Newsletter **Update**



Richard O. Schafer, Ph.D.

From The Director

This edition on partnerships can only highlight a few of the many formal and informal partnerships being formed between our schools and business communities.

The partnership "shadowing" exchange in February and March between the Coordinating Council members is but a small step in what can and should be taking place in every school and community.

I am so pleased that Corine Hutter of the Wisconsin Bankers Association initiated a formal partnership with the Education for Employment Consortium of Dane County Schools. The opportunities afforded here go far beyond the economic education/financial program called **PEP** provided by your local banker. I'm sure we'll hear much more about these partnerships in the near future.

We have been exploring how we can involve the parents in the Education for Employment partnership program. It seems that the PTO's and PTA's are a logical answer. I'm interested to see if anyone can share a model with us that we can highlight in our next newsletter.

Wisconsin Bankers Association Announces Educational Program for States' Youth

Kim Kindschi, senior vice president of the Wisconsin Bankers Association, recently announced the start of a Personal Economics Program to assist teachers across Wisconsin in educating their students about personal financial management.

"The Association's goal is to acquaint students with sound personal financial concepts and help them understand the various facets of the banking industry. We are especially pleased that our program can be coordinated so favorably with Wisconsin's initiative in Education for Employment," said Kindschi.

Dane County Consortium Forms Partnership:

Sponsored by the Wisconsin Bankers Association and presented to participating banks and schools free of charge, the Personal Economics Program, or **PEP** for short, offers teachers the opportunity to invite bankers from their local communities into their schools to make presentations on financial topics.

PEP is a national effort on the part of commercial banks to encourage economic education in the most practical sense. Bankers are equipped with updated materials and information on bank-related areas of study. A series of five audio visual presentations that include topics on *"Banking and You," "Consumer credit and Loans," "Personal Money Management," "Careers in Banking,"* and *"Checking Account Management"* help bankers teach students skills such as establishing a budget, writing a check, applying for a loan and obtaining credit. These materials are written to supplement school curriculums, not replace them.

How to Use PEP:

The Wisconsin Bankers Association will be introducing the **PEP** program to bankers across the state in March. Participating banks will be contacting local schools to acquaint them with the resources that are available. Teachers who wish to use the program are encouraged to contact the bank and extend an invitation to present a topic.

Be a Part of the PEP Effort in Wisconsin!

PEP benefits everyone:—for students, **PEP** provides an important economic education—for teachers, **PEP** provides excellent curriculum supplementary material, provided by financial experts—for bankers, **PEP** provides an opportunity for community service and good will.

For information about how you local school can arrange a **PEP** presentation, contact your local bank or Corine Hutter, **PEP** Coordinator, Wisconsin Bankers Association, at 608/256-0673.

Corine Hutter, Vickie Poole, Kim Kindschi and Herbert J. Grover, (state superintendent) meet to form statewide partnership between Wisconsin Bankers Association and Department of Public Instruction.

FOR PARENTS

Participants Identify Solutions to Home-School Problems

Parents, teachers, and principals shared problems and solutions as part of the recent conference on home-school relations held in San Diego. For the purpose of this article, the problems and proposed solutions are organized around four key areas: home-school communications; parents as learners; parents as teachers; and parents as advocates, advisers, and decision makers. (Note: The problems are presented in italics and are followed by the solutions.

Home-School Communication

Lack of opportunities for two-way communication.

1. Telephone trees to conduct surveys that invite parents' comments.
2. Telephone hotline that concerned parents may use.
3. Periodic phone calls made at random to see how parents and students are progressing.
4. Written surveys of parental attitudes.

Problems of getting messages to and from school.

1. Provide stamps for teachers to mail notes to parents.
2. Include students' work in newsletters.
3. Provide identifiable envelopes or folders for notes/work and send on regular days.
4. Send color-coded messages.

Lack of an environment in which parents feel comfortable in communicating and asking questions.

1. Open-door policy.
2. Neighborhood coffee klatches.
3. Informal discussions with the principal during the day or at night.
4. Notes that invite parents' responses.
5. Planning conferences for parents, teachers, and students.
6. Answering machine to take messages from parents during hours school is closed.

Parents as Learners

Lack of parental understanding of school curriculum.

1. Invite parents to follow students for three to four hours. Provide incentives for students (e.g., going home early with parents).
2. Invite parents to observe classrooms. Provide directions on what the parents should look for.
3. Develop grade-level objectives. Provide instructional tips and share them with parents.
4. Send home weekly lesson plans on one sheet to be posted on the family refrigerator.
5. Send home a class newsletter that describes learning activities.

Getting parents to attend parental education programs.

1. Address topics of special concern to parents as identified by them.
2. Focus on topics most likely to help parents help their children.
3. Offer joint classes for parents and students to learn together (e.g., family mathematics, computer nights, readers' theater).
4. Provide child care.
5. Offer programs at a variety of times.
6. Use marketing techniques: interesting titles, repeat reminders, students' invitations, incentives, telephone calls.

Lack of parents' support of and involvement in homework.

1. Develop a school-wide homework policy.
2. Develop homework contracts with positive and negative consequences.
3. Develop systematic ways for students to record homework assignments so that students and parents know what students are to do.
4. Have "homework parents," "study buddies," or a hotline to use when homework difficulties develop.
5. Offer a tutorial service for parents.
6. Provide training for teachers so that homework is appropriate.

Needs of families from diverse cultures and in changing situations.

1. Provide series of parenting classes or support groups or both.
2. Provide parenting topics that focus on special needs (e.g., single parenting, step parenting, child abuse, substance abuse, dropouts, and so forth).
3. Offer English as a second language and other adult classes at school.

Parents as Teachers

Lack of school leadership

1. Inform principals and teachers of academic benefits for students when parents are involved.
2. Use the school's resources to support teachers in involving parents.
3. Train teachers in the use of home-learning activities.
4. Train teachers in the use of classroom volunteers.
5. Develop a system for recruiting and training volunteers.
6. Identify skills and knowledge that parents and community members can share with students.
7. Reward and recognize staff members who are involving parents.

Lack of appropriate homework materials.

1. Provide opportunities for teachers to develop homework materials.
2. Have teachers and parents identify basic life skills that can be transferred to academic areas.
3. Use games and other activities that fit in with parents' busy schedules.
4. Make materials relevant to parents' needs and interests.

Parents as Advocates, Advisors, and Decision Makers

Parents boycotting system

1. Start small (e.g., invite a few parents each month to have lunch with their children at school).
2. Be supportive of home first, and help meet basic needs.
3. Develop lists of resources available in the community to help families.
4. Do not penalize students for parents' nonparticipation.
5. Organize a family movie or fun night where all participants feel comfortable.

Lack of parental involvement in PTAs.

1. Publish all opportunities for participation.
2. Involve students whenever possible.
3. Relate to students' needs.
4. Provide parental trainers to help other parents feel comfortable.
5. Recognize and reward all the ways in which PTAs give support.

For more information call your school superintendent.

Reprinted from Partnerships Quarterly, California Department of Education.

Madison Area Business and Office Education Advisory Committee

by Ginna Ellefson

A partnership between businesses and area schools that has been in existence more than eighteen years is the Madison area Business and Office Education Advisory Committee. This committee is represented by the following schools: Monona Grove, LaFollette, East, West, Memorial, Sun Prairie, DeForest, McFarland, Oregon, Verona and Middleton. Businesses currently represented are: American Family Insurance, IBM, Madison Business College, WPS, Cuna, Job Service, Rehabilitation Facilities of Wisconsin, Department of Veterinary Medicine, Madison Gas and Electric, MATC and UW Extension.

This committee was formed to give assistance and advice to educators in the development, operation and evaluation of their business/office education programs.

Each year the Advisory Committee sponsors two special projects. Junior Intern Week is held in November in conjunction with American Education Week. This program is a job-shadowing experience for juniors enrolled in business classes to explore careers in accounting, data processing, general clerical, secretarial and word processing.

The other project is Business Olympics. Business Olympics is held at MATC in April each year. This is an opportunity for business students to compete against each other in contests relating to classroom work. The competitions include: Accounting I and II, Business Law, Data Processing, Office Procedures, Proofreading, Public Speaking, Shorthand I and II, Spelling and Typing I and II. Students also attend information seminars about the business world.

For additional information regarding this Advisory Committee, contact the Business Education Department in any of the schools listed, or Ginna Ellefson, the current President, at 266-1492.

Ryan Ranguette (left) class 2001 discusses future educational needs with Education for Employment staff members Diane Kraus and Tammy Bernhardt. The setting was the annual Vocational Educational Week exhibit fair at East Towne Mall (2/12/89). This is the third exhibit this year that the Consortium has been involved with. If you know of others please call the Education for Employment office at 246-4460.

Contemporary Vocational Education

Contemporary vocational education is a critical component of Education for Employment in Dane County. Contemporary Vocational Education programs consider students' needs and interests, local labor market needs and are developed in cooperation with business, industry and postsecondary education. The Dane County Occupational Skill Coordinating Council (DCOSCC), a consortium of 13 school districts and Madison Area Technical College (MATC) has been fostering partnerships between Dane County schools and MATC since 1985. Through DCOSCC's Articulation Projects, Dane County high schools are developing sequential, competency-based vocational curriculum and articulation agreements with MATC. These agreements enable high school graduates to earn advanced standing in selected MATC programs, saving time and money on their postsecondary education. Here's an update on Articulation in Dane County:

- 16 H.S.'s have coordinated their Business Education curriculum with MATC's Business Division Associate Degree programs. High school Accounting, Data Processing, Keyboarding and Shorthand courses can qualify students for advanced standing at MATC.
- 5 H.S.'s have linked their Auto Technology curriculum to MATC's Auto programs, qualifying high school graduates for up to 8 credits of advanced standing. A 2-day Automotive Staff Development Workshop for H.S. instructors is scheduled April 25 and 26 at MATC.
- H.S. Technology educators have linked their Metals/Manufacturing curriculum to MATC's Auto, Diesel and Small Engine Mechanic programs. A tour of Dane County welding and machine tooling businesses is being planned for Technology educators this spring.
- H.S. Marketing educators have linked their curriculum to MATC's Marketing Division Associate Degree programs. High school graduates can qualify for up to 5 credits of advanced standing. Staff development activities that will enhance atriculation between MATC and H.S. Marketing instructors are being planned.
- H.S. Agriculture educators are coordinating curriculum with MATC's Veterinary Technician and proposed Lab Animal Technician programs. Once this new MATC program is finally approved, articulation workshops will reconvene. Agriculture and science instructors from 4 Dane County high schools and launching a Biotechnology Curriculum Development Project in conjunction with MATC and UW staff. Articulation to MATC's new Biotech. Lab Tech. program is a project goal.

For more information on DCOSCC's Articulation Projects contact Nancy Moskal, 266-6012.

Job Shadowing

Stoughton Middle School has developed a Job Shadowing Experience as one component of their 8th grade Career Awareness class. Students take the Kuder Interest Inventory Survey during class. The results of the survey show students in which categories of interests they score high. Some of the areas included are outdoor, mechanical, computational, scientific, and persuasive. From these areas the counselor and the student identify careers that would interest the student.

Students are chosen by the 8th grade counselor to participate in the Job Shadowing experience based on recommendation and available careers. The counselor has a list of workers who are willing to be shadowed. From this the counselor matches a student's interest and career choice. The Job Shadowing

(continued below)

PARTNERSHIP

by Gene Schoohs
Plastic Ingenuity, Inc.

The concept of partnerships is not a new idea that has just come to life but rather has been around for some time. I was a participant in this type of a program in 1966/67 as an on-the-job trainee in a machine shop in the town where I went to high school. The program was set up by the Industrial Arts Department Head and the local business. I went to work for the last hour of the school day and continued working until five o'clock. As is true of many high school students, I didn't know what I wanted to do after graduation. Because of my participation in this program, the machine shop I was working in part-time offered me an apprenticeship to become a machinist after my graduation from high school. At that time I felt it was a good opportunity and accepted the indenture. The many things that I have done in my life since then have built on that opportunity and the base of experience it provided. I went from a machinist to be a journeyman tool and die maker, served as a machinery repairman in the U.S. Navy, went to the U.W. Madison to get my mechanical engineering degree and am now working as the Tooling/Engineering Manager at Plastic Ingenuity, Inc. in Cross Plains, WI.

I feel very fortunate that a partnership type program was available for me 23 years ago and I hope that we can offer this type of opportunity to our high school students now. At Plastic Ingenuity we are working on developing a working relationship with the local schools and instructors so that we can establish a partnership program. It will take some time and commitment but I'm sure the benefits will be worth it.

■ □ ■

Good Enough is Not Good Enough Anymore

Times sure are changing. It used to be that when you made a product "good enough" it was, well good enough. Or, it didn't matter if you had one dissatisfied customer. There was always another coming through the door.

Companies which have these feelings in today's business world probably won't be in business much longer.

What are many businesses doing today to remain competitive? 1) asking the customer what they want and expect and; 2) asking the workers how to make a better product or provide better service.

One of the success stories for this type of "management" approach is the Ford Motor Company. One of the first surveys Ford performed with their customers asked, "What do you want out of the car you drive?" Their customers answer, "We want it to START." How obvious! Yet everybody from Ford was surprised. Why? This multibillion dollar company has some of the best engineers, best managers and years of experience. I bet they thought they knew what the customer wanted. But they didn't, because they never asked before.

What does this have to do with Education for Employment? It allows us through the Business/Education Partnership Council to form our own Quality Team. It gives us a vehicle to ask our "customers" what they expect; allows us to ask our "workers" how we can do a better job.

As long as we continue to assume that we are doing everything we can for our customers, whether they are students, teachers or the business community we will continue to fall behind the competition. The Partnership allows us to improve our quality as a team. And as a team, keep improving, because good enough is not good enough anymore.

—Rich Pettibone
Wisconsin Power and Light

Job Shadowing

(continued from above)

experience usually lasts two hours sometime during the school day. A partial list of jobs students visited include a chemist, cosmetologist and owner of a beauty shop, electrician, auto mechanic, legal secretary, the editor of a newspaper, engineer and a veterinarian.

Students report that the experience was fun, they learned something they didn't know before and that they were glad they went. The evaluations by the workers are over-whelmingly in favor of the concept and most indicate that the student needs more time for the experience. Those of us involved in developing the program are satisfied with the results and intend to expand our list of workers.

—Cindy Thomas
Stoughton Middle School

Education for Employment Update is published four times yearly. Mailing address is MATC Commercial Avenue Education Center, 2125 Commerical Ave., Madison, Wisconsin 53704 (608) 246-4460.

Richard O. Schafer, Ph.D.
DIRECTOR

Diane Kraus
PROGRAM COORDINATOR

Tammy Bernhardt
TYPIST